CHAPTER 5

[Personality and Values]

(Click on the title when connected to the Internet for online video teaching notes)

LEARNING OBJECTIVES (PPT5-1)

After studying this chapter, students should be able to:

1. Define *personality*, describe how it is measured, and explain the factors that determine an individual's personality.
2. Describe the Myers-Briggs Type Indicator personality framework and assess its strengths and weaknesses.
3. Identify the key traits in the Big Five personality model.
4. Demonstrate how the Big Five traits predict behavior at work.
5. Identify other personality traits relevant to OB.
6. Define *values*, demonstrate the importance of values, and contrast terminal and instrumental values.
7. Compare generational differences in values and identify the dominant values in today's workforce.
8. Identify Hofstede's five value dimensions of national culture.

INSTRUCTOR RESOURCES

Instructors may wish to use the following resources when presenting this chapter:

Text Exercises
- Myth or Science?   "Entrepreneurs Are a Breed Apart"
- International OB: A Global Personality
- An Ethical Choice: What If I Have The "Wrong" Personality?
- Point/Counterpoint: Traits Are Powerful Predictors of Behavior
- Questions for Review
- Experiential Exercise: What Organizational Culture Do You Prefer?
- Ethical Dilemma: Hiring Based on Body Art

Text Cases
- Case Incident 1:   The Nice Trap
- Case Incident 2:   Reaching Out, Literally

Instructor's Choice
- Individual Differences in Teams

This section presents an exercise that is NOT found in the student's textbook. Instructor's Choice reinforces the text's emphasis through various activities. Some Instructor's Choice activities are centered on debates, group exercises, Internet research, and student experiences.

Some can be used in-class in their entirety, while others require some additional work on the student's part. The course instructor may choose to use these at anytime throughout the class—some may be more effective as icebreakers, while some may be used to pull together various concepts covered in the chapter.

WEB
EXERCISES

At the end of each chapter of this Instructor's Manual, you will find suggested exercises and ideas for researching the WWW on OB topics. The exercises "Exploring OB Topics on the Web" are set up so that you can simply photocopy the pages, distribute them to your class, and make assignments accordingly. You may want to assign the exercises as an out-of-class activity or as lab activities with your class.

SUMMARY AND IMPLICATIONS FOR MANAGERS

Personality – What value, if any, does the Big Five model provide to managers? From the early 1900s through the mid-1980s, researchers sought a link between personality and job performance. "The outcome of those 80-plus years of research was that personality and job performance were not meaningfully related across traits or situations." However, the past 20 years have been more promising, largely due to the findings about the Big Five.

Screening job candidates for high conscientiousness—as well as the other Big Five traits, depending on the criteria an organization finds most important— should pay dividends. Of course, managers still need to take situational factors into consideration. Factors such as job demands, the degree of required interaction with others, and the organization's culture are examples of situational variables that moderate the personality–job performance relationship. You need to evaluate the job, the work group, and the organization to determine the optimal personality fit. Other traits, such as core self-evaluation or narcissism, may be relevant in certain situations, too.

Although the MBTI has been widely criticized, it may have a place in organizations. In training and development, it can help employees to better understand themselves, and it can help team members to better understand each other. And it can open up communication in work groups and possibly reduce conflicts.

Values – Why is it important to know an individual's values? Values often underlie and explain attitudes, behaviors, and perceptions. So knowledge of an individual's value system can provide insight into what makes the person "tick."

Employees' performance and satisfaction are likely to be higher if their values fit well with the organization. The person who places great importance on imagination, independence, and freedom is likely to be poorly matched with an organization that seeks conformity from its employees. Managers are more likely to appreciate, evaluate positively, and allocate rewards to employees who fit in, and employees are more likely to be satisfied if they perceive they do fit in. This argues for management to seek job candidates who have not only the ability, experience, and motivation to perform but also a value system compatible with the organization's.

This chapter opens with a discussion about application of the Big Five Personality Factors applied to the personality of the states in the U.S. After fact-finding efforts surveyed half a million people in each of the 50 states and the District of Columbia, they could be ranked by the responses by the Big Five traits.

BRIEF CHAPTER OUTLINE

I. Personality
    A. What Is Personality? (ppt5-2)
        1. Personality is a dynamic concept describing the growth and development of a
            person's whole psychological system; it looks at some aggregate whole that is
            greater than the sum of the parts.
        2. Defining Personality
            a. The text defines personality as the sum total of ways in which an individual
                reacts to and interacts with others.
        3. Measuring Personality
            a. The most important reason managers need to know how to measure personality
                is that research has shown personality tests are useful in hiring decisions and
                help managers forecast who is best for a job.
            b. The most common means of measuring personality is through self-report
                surveys, with which individuals evaluate themselves on a series of factors.
        4. Personality Determinants (ppt5-3)
            a. Introduction
                i.   An early argument centered on whether or not personality was the result of
                     heredity or of environment.
                ii. Personality appears to be a result of both influences.
            b. Heredity
                i.   Heredity refers to those factors that were determined at conception.
                ii. The heredity approach argues that the ultimate explanation of an
                     individual's personality is the molecular structure of the genes, located in
                     the chromosomes.
            c. Personality Traits (ppt5-4)
                i.   Introduction
                     (a) Early work revolved around attempts to identify and label enduring
                         characteristics.
                     (b) Popular characteristics include shy, aggressive, submissive, lazy,
                         ambitious, loyal, and timid. These are personality traits.
    B. The Myers-Briggs Type Indicator (ppt5-5)
        1. One of the most widely used personality frameworks is the Myers-Briggs Type
            Indicator (MBTI).
        2. Individuals are classified as: (ppt5-6)
            a. Extraverted or introverted (E or I)
            b. Sensing or intuitive (S or N)
            c. Thinking or feeling (T or F)
            d. Perceiving or judging (P or J)
    C. The Big Five Model (ppt5-7)
        1. An impressive body of research supports that five basic dimensions underlie all
            other personality dimensions. The five basic dimensions are:
            a. Extraversion. Comfort level with relationships. Extraverts tend to be gregarious,
                assertive, and sociable. Introverts tend to be reserved, timid, and quiet.
            b. Agreeableness. Individual's propensity to defer to others. High agreeableness
                people—cooperative, warm, and trusting. Low agreeableness people—cold,
                disagreeable, and antagonistic.
            c. Conscientiousness. A measure of reliability. A high conscientious person is
                responsible, organized, dependable, and persistent. Those who score low on this
                dimension are easily distracted, disorganized, and unreliable.
            d. Emotional stability. A person's ability to withstand stress. People with positive
                emotional stability tend to be calm, self-confident, and secure. Those with high
                negative scores tend to be nervous, anxious, depressed, and insecure.

      e. Openness to experience. The range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness category are conventional and find comfort in the familiar.
2. How Do the Big Five Traits Predict Behavior? (ppt5-8)
      a. Research has shown relationships between these personality dimensions and job performance.
      b. Employees who score higher, for example, in conscientiousness develop higher levels of job knowledge.
      c. Exhibit 5-1 suggests the traits that matter the most in buyout situations.
D. Other Personality Traits Relevant to OB (ppt5-9)
1. Core Self-Evaluation (Self-perspective)
      a. People who have a positive core self-evaluation see themselves as effective, capable, and in control.
      b. People who have a negative core self-evaluation tend to dislike themselves.
      c. People with positive core self-evaluations perform better than others because they set more ambitious goals, are more committed to their goals, and persist longer in attempting to reach these goals.
      d. Some can be too positive. In this case, someone can think he or she is capable, but he or she is actually incompetent. One study of Fortune 500 CEOs, for example, showed that many are overconfident, and their perceived infallibility often causes them to make bad decisions.
2. Machiavellianism
      a. Named after Niccolo Machiavelli, who wrote in the sixteenth century on how to gain and use power.
      b. An individual high in Machiavellianism is pragmatic, maintains emotional distance, and believes that ends can justify means.
      c. High Machs manipulate more, win more, are persuaded less, and persuade others more.
3. Narcissism
      a. Describes a person who has a grandiose sense of self-importance.
      b. They "think" they are better leaders.
      c. Often they are selfish and exploitive.
4. Self-Monitoring (ppt5-10)
      a. This refers to an individual's ability to adjust his or her behavior to external, situational factors.
      b. Individuals high in self-monitoring show considerable adaptability. They are highly sensitive to external cues, can behave differently in different situations, and are capable of presenting striking contradictions between their public persona and their private self.
5. Risk Taking
      a. The propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice.
6. Type A Personality (ppt5-11)
      a. Type A personality is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons."
      b. They are always moving, walking, and eating rapidly, are impatient with the rate at which most events take place, are doing do two or more things at once and cannot cope with leisure time.
      c. They are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.
7. Proactive Personality

        a. Actively taking the initiative to improve their current circumstances while others sit by passively

        b. Proactives identify opportunities, show initiative, take action, and persevere.

II. Values (ppt5-12)
    A. Introduction
        1. Values Represent Basic Convictions
        2. A specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.
        3. They have both content and intensity attributes.
    B. Importance of Values (ppt5-13)
        1. Values lay the foundation for the understanding of attitudes and motivation.
        2. Values generally influence attitudes and behaviors. We can predict reaction based on understanding values.
        3. Terminal versus Instrumental Values (ppt5-14)
        4. Rokeach Value Survey (Exhibit 5–3) (ppt5-15)
            a. This instrument contains two sets of values; each set has 18 value items.
            b. Terminal Values—refer to desirable end states of existence.
                i. The goals that a person would like to achieve during his/her lifetime
            c. Instrumental Values—refer to preferable modes of behavior.
    C. Generational Values (ppt5-16)
        1. Contemporary Work Cohorts (Exhibit 5-5)
        2. Different generations hold different work values.
            a. Veterans—entered the workforce from the early 1940s through the early 1960s.
            b. Boomers—entered the workforce during the 1960s through the mid-1980s.
            c. Xers—entered the workforce beginning in the mid-1980s.
            d. The most recent entrants to the workforce, the Millennials (also called Netters, Nexters, Generation Yers, and Generation Nexters)
        3. Though it is fascinating to think about generational values, remember these classifications lack solid research support.
            a. Over two years of collecting information, we found scores of press articles on generational values, and zero research articles.
            b. Generational classifications may help us understand our own and other generations better, but we must also appreciate their limits.

III. Linking an Individual's Personality and Values to the Workplace   (ppt5-17)
    A. The Person-Job Fit:
        1. This concern is best articulated in John Holland's personality-job fit theory.
        2. Holland presents six personality types and proposes that satisfaction and the propensity to leave a job depends on the degree to which individuals successfully match their personalities to an occupational environment.
        3. The six personality types are: realistic, investigative, social, conventional, enterprising, and artistic. (Exhibit 5-6)
    B. The Person-Organization Fit (Exhibit 5-7) (ppt5-18) (ppt5-19)
        1. Most important for an organization facing a dynamic and changing environment, and requiring employees who are able to readily change tasks and move fluidly between teams
        2. It argues that people leave jobs that are not compatible with their personalities.

IV. Global Implications (ppt5-20)
    A. Personality
        1. Do personality frameworks like the Big Five Model transfer across cultures? There is a surprising amount of agreement across industrialized countries that they do.

      2. Values differ across cultures; therefore, understanding these differences helps to explain and to predict behavior of employees from different countries.

  B. Values

      1. Hofstede's Framework for Assessing Cultures

         a. Five value dimensions of national culture:

            i. Power distance: The degree to which people in a country accept that power in institutions and organizations is distributed unequally. (ppt5-21)

            ii. Individualism versus collectivism: Individualism is the degree to which people in a country prefer to act as individuals rather than as members of groups. Collectivism equals low individualism. (ppt5-22)

            iii. Masculinity versus femininity: Masculinity is the degree to which values such as the acquisition of money and material goods prevail. Femininity is the degree to which people value relationships and show sensitivity and concern for others. (ppt5-23)

            iv. Uncertainty avoidance: The degree to which people in a country prefer structured over unstructured situations. (ppt5-24)

            v. Long-term versus short-term orientation: Long-term orientations look to the future and value thrift and persistence. Short-term orientation values the past and present and emphasizes respect for tradition and fulfilling social obligations. (ppt5-25)

            vi. And assessment (ppt5-26)

      2. The GLOBE Framework for Assessing Cultures (ppt5-27)

         a. Hofstede's work is the basic framework for assessing cultures. However, it is nearly 30 years old. In 1993, the Global Leadership and Organizational Behavior Effectiveness (GLOBE) began updating this research with data from 825 organizations and 62 countries.

      3. Which Framework is Better?

         a. We give more emphasis to Hofstede's dimensions here because they have stood the test of time and the GLOBE study confirmed them.

V. Summary And Implications For Managers (ppt5-28)

  A. Personality

      1. The Big Five provides a meaningful way for managers to examine personality.

      2. Managers should look for employees high on conscientiousness.

      3. Situational factors should be taken into consideration; they do impact personality-job performance.

      4. The MBTI can be used for teams to better understand each other.

  B. Values

      1. Values influence a person's attitudes, perceptions, and behaviors.

      2. The Rokeach Values Survey can be used to measure an employee's values.

      3. Employees are often rewarded more often when their personal values match those of the organization.

EXPANDED CHAPTER OUTLINE

1. Personality
   A. What Is Personality?
      1. Personality is a dynamic concept describing the growth and development of a person's whole psychological system; it looks at some aggregate whole that is greater than the sum of the parts.
      2. Defining Personality
         a. Gordon Allport coined the most frequently used definition:
            i. "The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment"
         b. The text defines personality as the sum total of ways in which an individual reacts to and interacts with others.
      3. Measuring Personality
         a. The most important reason managers need to know how to measure personality is that research has shown personality tests are useful in hiring decisions and help managers forecast who is best for a job.
         b. The most common means of measuring personality is through self-report surveys, with which individuals evaluate themselves on a series of factors.
         c. Though self-report measures work well when well constructed, one weakness is that the respondent might lie or practice impression management.
         d. Another problem is accuracy. A perfectly good candidate could have just been in a bad mood when the survey was taken and that will make the test scores less accurate.
         e. Observer-ratings surveys provide an independent assessment of personality.
      4. Personality Determinants
         a. Introduction
            i. An early argument centered on whether or not personality was the result of heredity or of environment.
            ii. Personality appears to be a result of both influences.
         b. Heredity
            i. Heredity refers to those factors that were determined at conception.
            ii. The heredity approach argues that the ultimate explanation of an individual's personality is the molecular structure of the genes, located in the chromosomes.
            iii. Three different streams of research lend some credibility to the heredity argument:
               (a) The genetic underpinnings of human behavior and temperament among young children. Evidence demonstrates that traits such as shyness, fear, and distress are most likely caused by inherited genetic characteristics.
               (b) One hundred sets of identical twins that were separated at birth were studied. Genetics accounts for about 50 percent of the variation in personality differences and over 30 percent of occupational and leisure interest variation.
               (c) Individual job satisfaction is remarkably stable over time. This indicates that satisfaction is determined by something inherent in the person rather than by external environmental factors.
         c. Personality Traits
            i. Introduction
               (a) Early work revolved around attempts to identify and label enduring characteristics.

(b) Popular characteristics include shy, aggressive, submissive, lazy, ambitious, loyal, and timid. These are personality traits.

(c) The more consistent the characteristic, the more frequently it occurs, the more important it is.

(d) Researchers believe that personality traits can help in employee selection, job fit, and career development.

B. The Myers-Briggs Type Indicator
   1. One of the most widely used personality frameworks is the Myers-Briggs Type Indicator (MBTI).
   2. It is a 100-question personality test that asks people how they usually feel or act in particular situations.
   3. Individuals are classified as:
      a. Extraverted or introverted (E or I)
      b. Sensing or intuitive (S or N)
      c. Thinking or feeling (T or F)
      d. Perceiving or judging (P or J)
   4. These classifications are then combined into sixteen personality types. For example:
   5. INTJs are visionaries. They usually have original minds and great drive for their own ideas and purposes. They are characterized as skeptical, critical, independent, determined, and often stubborn.
   6. ESTJs are organizers. They are realistic, logical, analytical, decisive, and have a natural head for business or mechanics.
   7. The ENTP type is a conceptualizer. He or she is innovative, individualistic, versatile, and attracted to entrepreneurial ideas. This person tends to be resourceful in solving challenging problems but may neglect routine assignments.
   8. MBTI is widely used in practice. Some organizations using it include Apple Computer, AT&T, Citigroup, GE, 3M Co., and others.
C. The Big Five Model
   1. An impressive body of research supports that five basic dimensions underlie all other personality dimensions. The five basic dimensions are:
      a. **Extraversion.** Comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid, and quiet.
      b. **Agreeableness.** Individual's propensity to defer to others. High agreeableness people—cooperative, warm, and trusting. Low agreeableness people—cold, disagreeable, and antagonistic.
      c. **Conscientiousness.** A measure of reliability. A high conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.
      d. **Emotional stability.** A person's ability to withstand stress. People with positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.
      e. **Openness to experience.** The range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the openness category are conventional and find comfort in the familiar.
   2. How Do the Big Five Traits Predict Behavior?
      a. Research has shown relationships between these personality dimensions and job performance.
      b. Employees who score higher, for example, in conscientiousness develop higher levels of job knowledge.
      c. Exhibit 5-1 suggest the traits that matter the most in buyout situations.
      d. Although conscientiousness is the Big Five trait most consistently related to job performance, the other traits are related to aspects of performance in some

situations. All five traits also have other implications for work and for life. Let's look at these one at a time. Exhibit 5-2 summarizes the discussion.
D. Other Personality Traits Relevant to OB
   1. Core Self-Evaluation (Self-perspective)
       a. People who have a positive core self-evaluation see themselves as effective, capable, and in control.
       b. People who have a negative core self-evaluation tend to dislike themselves.
       c. People with positive core self-evaluations perform better than others because they set more ambitious goals, are more committed to their goals, and persist longer in attempting to reach these goals.
       d. Some can be *too* positive. In this case, someone can think he or she is capable, but he or she is actually incompetent. One study of Fortune 500 CEOs, for example, showed that many are overconfident, and their perceived infallibility often causes them to make bad decisions.
   2. Machiavellianism
       a. Named after Niccolo Machiavelli, who wrote in the sixteenth century on how to gain and use power.
       b. An individual high in Machiavellianism is pragmatic, maintains emotional distance, and believes that ends can justify means.
       c. High Machs manipulate more, win more, are persuaded less, and persuade others more.
       d. High Mach outcomes are moderated by situational factors and flourish when they interact face-to-face with others, rather than indirectly, and when the situation has a minimum number of rules and regulations, thus allowing latitude for improvisation.
       e. High Machs make good employees in jobs that require bargaining skills or that offer substantial rewards for winning.
   3. Narcissism
       a. Describes a person who has a grandiose sense of self-importance.
       b. They "think" they are better leaders.
       c. Often they are selfish and exploitive.
   4. Self-Monitoring
       a. This refers to an individual's ability to adjust his or her behavior to external, situational factors.
       b. Individuals high in self-monitoring show considerable adaptability. They are highly sensitive to external cues, can behave differently in different situations, and are capable of presenting striking contradictions between their public persona and their private self.
       c. Low self-monitors cannot disguise themselves in that way. They tend to display their true dispositions and attitudes in every situation resulting in a high behavioral consistency between who they are and what they do.
       d. The research on self-monitoring is in its infancy, so predictions must be guarded. Preliminary evidence suggests:
       e. High self-monitors tend to pay closer attention to the behavior of others.
       f. High self-monitoring managers tend to be more mobile in their careers and receive more promotions.
       g. High self-monitors are capable of putting on different "faces" for different audiences.
   5. Risk Taking
       a. The propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice.
       b. High risk-taking managers make more rapid decisions and use less information in making their choices.

       c. Managers in large organizations tend to be risk averse; especially in contrast with growth-oriented entrepreneurs.
       d. Makes sense to consider aligning risk-taking propensity with specific job demands.

   6. Type A Personality
       a. Type A personality is "aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons."
       b. They are always moving, walking, and eating rapidly, are impatient with the rate at which most events take place, are doing two or more things at once and cannot cope with leisure time.
       c. They are obsessed with numbers, measuring their success in terms of how many or how much of everything they acquire.
       d. In contrast to the Type A personality is the Type B Personality.
       e. Type B's never suffer from a sense of time urgency with its accompanying impatience.
       f. Type A's operate under moderate to high levels of stress. Type B's play for fun and relaxation, rather than exhibit their superiority at any cost.
       g. Type A's are fast workers because they emphasize quantity over quality.
       h. In managerial positions, Type A's demonstrate their competitiveness by working long hours and, not infrequently, making poor decisions to new problems.
       i. Type A's do better than Type B's in job interviews because they are more likely to be judged as having desirable traits such as high drive, competence, aggressiveness, and success motivation.

   7. Proactive Personality
       a. Actively taking the initiative to improve their current circumstances while others sit by passively
       b. Proactives identify opportunities, show initiative, take action, and persevere.
       c. Create positive change in their environment.
       d. More likely to be seen as leaders and change agents
       e. More likely to achieve career success

II. Values
  A. Introduction
    1. Values Represent Basic Convictions
    2. A specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.
    3. They have both content and intensity attributes.
    4. An individual's set of values ranked in terms of intensity is considered the person's value system.
    5. Values have the tendency to be stable.
    6. Many of our values were established in our early years from parents, teachers, friends, and others.
  B. Importance of Values
    1. Values lay the foundation for the understanding of attitudes and motivation.
    2. Values generally influence attitudes and behaviors. We can predict reaction based on understanding values.
  C. Terminal versus Instrumental Values
    1. Rokeach Value Survey (Exhibit 5–3)
    2. This instrument contains two sets of values; each set has 18 value items.
    3. Terminal Values—refer to desirable end states of existence.
    4. The goals that a person would like to achieve during his/her lifetime
    5. Instrumental Values—refer to preferable modes of behavior.
    6. Means of achieving the terminal values

7.   Several studies confirm that the RVS values vary among groups. (Exhibit 5-4)
8.   People in the same occupations or categories tend to hold similar values.
9.   Although there may be overlap among groups, there are some significant differences as well.
   D. Generational Values
       1.Contemporary Work Cohorts (Exhibit 5-5)
           a.   Different generations hold different work values.
           b.   Veterans—entered the workforce from the early 1940s through the early 1960s.
           c.   Boomers—entered the workforce during the 1960s through the mid-1980s.
           d.   Xers—entered the workforce beginning in the mid-1980s.
           e.   The most recent entrants to the workforce, the *Millennials* (also called *Netters,* Nexters, Generation Yers, and Generation Nexters)
       2.   Though it is fascinating to think about generational values, remember these classifications lack solid research support. Over two years of collecting information, we found scores of press articles on generational values, and *zero* research articles. Generational classifications may help us understand our own and other generations better, but we must also appreciate their limits.

III. Linking An Individual's Personality And Values To The Workplace
   A. The Person-Job Fit:
       1.   This concern is best articulated in John Holland's personality-job fit theory.
       2.   Holland presents six personality types and proposes that satisfaction and the propensity to leave a job depends on the degree to which individuals successfully match their personalities to an occupational environment.
       3.   The six personality types are: realistic, investigative, social, conventional, enterprising, and artistic (Exhibit 5-6)
       4.   Each one of the six personality types has a congruent occupational environment.
       5.   Vocational Preference Inventory questionnaire contains 160 occupational titles. Respondents indicate which of these occupations they like or dislike; their answers are used to form personality profiles. (Exhibit 5-7)
       6.   The theory argues that satisfaction is highest and turnover lowest when personality and occupation are in agreement.
       7.   The key points of this model are that:
           a.   There do appear to be intrinsic differences in personality among individuals,
           b.   There are different types of jobs, and
           c.   People in jobs congruent with their personality should be more satisfied and less likely to voluntarily resign than people in incongruent jobs.
   B. The Person-Organization Fit
       1.   Most important for an organization facing a dynamic and changing environment, and requiring employees who are able to readily change tasks and move fluidly between teams
       2.   It argues that people leave jobs that are not compatible with their personalities.
       3.   Using the Big Five terminology, for instance, we could expect that people high on extraversion fit well with aggressive and team-oriented cultures, that people high on agreeableness match up better with a supportive organizational climate than one focused on aggressiveness, and that people high on openness to experience fit better in organizations that emphasize innovation rather than standardization.
       4.   Research on person–organization fit has also looked at whether people's values match the organization's culture. This match predicts job satisfaction, commitment to the organization, and low turnover.

IV. Global Implications
   A. Personality

1. Do personality frameworks like the Big Five Model transfer across cultures? There is a surprising amount of agreement across industrialized countries that they do.
2. Values differ across cultures; therefore, understanding these differences helps to explain and to predict behavior of employees from different countries.
3. Comprehensive review of studies covering people from what was then the 15-nation European Community found conscientiousness a valid predictor of performance across jobs and occupational groups.

B. Values
   1. Hofstede's Framework for Assessing Cultures
      a. Five value dimensions of national culture:
         i. **Power distance:** The degree to which people in a country accept that power in institutions and organizations is distributed unequally.
         ii. **Individualism** versus **collectivism:** Individualism is the degree to which people in a country prefer to act as individuals rather than as members of groups. Collectivism equals low individualism.
         iii. **Masculinity** versus **femininity:** Masculinity is the degree to which values such as the acquisition of money and material goods prevail. Femininity is the degree to which people value relationships and show sensitivity and concern for others.
         iv. **Uncertainty avoidance:** The degree to which people in a country prefer structured over unstructured situations.
         v. **Long-term** versus **short-term orientation:** Long-term orientations look to the future and value thrift and persistence. Short-term orientation values the past and present and emphasizes respect for tradition and fulfilling social obligations.
      b. Hofstede Research Findings: (Exhibit 5-8)
         i. Asian countries were more collectivist than individualistic.
         ii. United States ranked highest on individualism.
         iii. Germany and Hong Kong rated high on masculinity.
         iv. Russia and The Netherlands were low on masculinity.
         v. China and Hong Kong had a long-term orientation.
         vi. France and the United States had short-term orientation.
   2. The GLOBE Framework for Assessing Cultures
      a. Hofstede's work is the basic framework for assessing cultures. However, it is nearly 30 years old. In 1993, the Global Leadership and Organizational Behavior Effectiveness (GLOBE) began updating this research with data from 825 organizations and 62 countries.
      b. GLOBE Framework for Assessing Cultures
         i. **Assertiveness:** The extent to which a society encourages people to be tough, confrontational, assertive, and competitive versus modest and tender.
         ii. **Future orientation:** The extent to which a society encourages and rewards future-oriented behaviors such as planning, investing in the future and delaying gratification.
         iii. **Gender differentiation:** The extent to which a society maximized gender role differences.
         iv. **Uncertainly avoidance:** Society's reliance on social norms and procedures to alleviate the unpredictability of future events.
         v. **Power distance:** The degree to which members of a society expect power to be unequally shared.
         vi. **Individualism/collectivism:** The degree to which individuals are encouraged by societal institutions to be integrated into groups within organizations and society.

vii. **In-group collectivism:** The extent to which society's members take pride in membership in small groups such as their families and circles of close friends, and the organizations where they are employed.

viii. **Performance orientation:** The degree to which society encourages and rewards group members for performance improvement and excellence.

ix. **Humane orientation:** The degree to which a society encourages and rewards individuals for being fair, altruistic, generous, caring, and kind to others.

   c. Which Framework is Better?
   i. We give more emphasis to Hofstede's dimensions here because they have stood the test of time and the GLOBE study confirmed them.
   ii. Researchers continue to debate the differences between these frameworks, and future studies may, in time, favor the more nuanced perspective of the GLOBE study.

V. Summary and Implications for Managers
   A. Personality
      1. The Big Five provides a meaningful way for managers to examine personality.
      2. Managers should look for employees high on conscientiousness.
      3. Situational factors should be taken into consideration; they do impact personality-job performance.
      4. The MBTI can be used for teams to better understand each other.
   B. Values
      1. Values influence a person's attitudes, perceptions and behaviors.
      2. The Rokeach Values Survey can be used to measure an employee's values.
      3. Employees are often rewarded more often when their personal values match those of the organization.

Myth or Science?
"Entrepreneurs Are A Breed Apart"

This statement is true. A review of 23 studies on the personality of entrepreneurs revealed significant differences between entrepreneurs and managers on four of the Big Five: entrepreneurs scored significantly higher on conscientiousness, emotional stability, and openness to experience, and they scored significantly lower on agreeableness. Though of course not every entrepreneur achieves these scores, the results clearly suggest that entrepreneurs are different from managers in key ways.

A fascinating study of MBA students provides one explanation for how entrepreneurs are different from others. Studying male MBA students with either some or no prior entrepreneurial experience, the authors found that those with prior experience had significantly higher levels of testosterone (measured by taking a saliva swab at the beginning of the study) and also scored higher on risk propensity. The authors of this study concluded that testosterone, because it is associated with social dominance and aggressiveness, energizes individuals to take entrepreneurial risks. Because individual differences in testosterone are 80 percent inherited, this study adds more weight to the conclusion that entrepreneurs are different from others.

What's the upshot of all this? An individual who is considering a career as an entrepreneur or a business owner might consider how she scores on the Big Five. To the extent that she is high in conscientiousness, emotional stability, and openness and low in agreeableness, such a career might be for her.

Class Exercise

Place the students in teams of five.

1. Have one set of teams brainstorm specific traits essential to being a good professor.
2. Another set of teams should brainstorm job tasks handled by a good professor.
3. Have the teams record their criteria on the board.
4. As a class, create one set of five traits and five tasks for a professorial position.
5. Ask students what questions or teaching artifacts students would ask or review in matching professorial candidates to their jobs.

International OB
A Global Personality

Determining which employees will succeed on overseas business assignments is often difficult because the same qualities that predict success in one culture may not in another. However, researchers are naming personality traits that can help managers zero in on which employees would be suited for foreign assignments.

You might suspect that, of the Big Five traits, openness to experience would be most important to effectiveness in international assignments. Open people are more likely to be culturally flexible–to "go with the flow" when things are different in another country. Research is not fully consistent on the issue, but most does suggest that managers who score high on openness perform better than others in international assignments.

James Eyring, Dell's director of learning and development for Asia agrees personality is important for success in overseas assignments. "I've seen people fail the openness test—they worked exactly as they would in the U.S. They just weren't open to understanding how things work in a different culture," says Eyring.

What does the research mean for organizations? When it comes to choosing employees for global assignments, personality can make a difference.

Source: Based on M. A. Shaffer, D. A. Harrison, and H. Gregersen, "You Can Take It with You: Individual Differences and Expatriate Effectiveness," Journal of Applied Psychology, January 2006, pp. 109–125; and E. Silverman, "The Global Test," Human Resource Executive Online, June 16, 2006, www.hreonline.com/hre/ story.jsp?storyid=5669803.

Class Exercise

Divide students into groups of three to five each. Have each group go to http://ezinearticles.com/?International-Business---Preparing-For-An-Overseas-Assignment&id=824508 Ask the groups to prepare a study paper on the elements of preparation for overseas assignment. Each group should present its conclusions to the class and open discussion about differences should be made.

OB In The News
Are U.S. Values Different?

(This component is not in the 14th edition of the book. But, you may want to use it as the basis for discussion in class.)

People in the United States are used to being criticized. After all, it was more than a century ago when the Irish playwright George Barnard Shaw wrote, "Americans adore me and will go on adoring me until I say something nice about them."

But as a result of the Iraq War and the fact that the United States is the world's lone remaining superpower, its citizens are taking unprecedented criticism abroad. One critic sneered, "The American pursuit of wealth, size, and abundance—as material surrogates for happiness—is aesthetically unpleasing and ecologically catastrophic." And many Europeans think that U.S. adults are obsessed with work. Some have even argued that the United States and Europe are becoming increasingly polarized.

Overall, the United States is wealthier than Europe and has higher productivity. But what's wrong with that? Well, some stats are not very positive. For example, compared to Europe, the United States is much more violent; it has 685 prisons for every 100,000 people, compared to 87 in the European Union. The United States has also increasingly seemed to reward power with money. For example, in 1980, the average CEO in the United States earned 40 times the annual income of the average manufacturing employee. Today, that ratio is 475:1! By comparison, the ratios are 24:1 in the U.K., 15:1 in France, and 13:1 in Sweden. Finally, the United States contains 5 percent of the world's population, but it is responsible for 25 percent of the world's greenhouse gas output—which is, many scientists argue, responsible for global warming.

Values may account for some of these differences. For example, in a study of people in 14 countries, those in the United States were more likely than others to see natural resources as elements at their disposal. And compared to Europeans, U.S. adults are more likely to believe that war is often necessary, that it is right to kill to defend property, and that physical punishment of children is necessary.

Do you think U.S. values are an underlying factor behind some of these social phenomena? Or is this academic U.S. bashing?

Based on: T. Judt, "Europe vs. America," New York Review of Books, February 20, 2005, www.nybooks.com/articles/17726</URL>; P. W. Schultz and L. Zelezny, "Values as Predictors of Environmental Attitudes: Evidence for Consistency Across 14 Countries," Journal of Environmental Psychology, September 1999, pp. 255–265; and A. McAlister, P. Sandström, P. Puska, A. Veijo, R. Chereches, and L. Heidmets, "Attitudes Towards War, Killing, and Punishment of Children Among Young People in Estonia, Finland, Romania, the Russian Federation, and the USA," Bulletin of the World Health Organization 79, no. 5 (2001), pp. 382–387.

Class Exercise

This class exercise can help introduce the concept of "ethnocentrism" as it relates to value systems. It also may elicit some significant debate concerning the value system of "Americans" and others in the global economy. It is important to attempt to have students examine the arguments from a global perspective.

1.   Have students break into small groups. In each group have students examine each of the issues raised in the vignette (e.g. work obsession, crime and violence, executive compensation, utilization of natural resources).
2.   Have students develop a value-based argument defending the position of the United States in terms of each of the issues.
3.   Have students then take the same issues from a different global perspective. For example, you may wish to assign each group as a different "culture" (e.g. China, Japan, European Union, etc).
4.   Have students report to the class. You may have an opportunity to encourage interesting debate of the issues. You should also incorporate Hofstede's and GLOBE's cultural analyses in the discussion.

An Ethical Choice
What If I Have The "Wrong" Personality?

You might think personality presents no ethical choice. After all, you are who you are. Yet organizations tend to want you to behave a certain way, and that does present ethical choices. Indeed, most personality traits are clearly what researchers call "socially desirable." That is, most people, if given the choice, would prefer to be highly conscientious, agreeable, open, emotionally stable, and extraverted. It's also clear that employers value socially desirable traits in employees—especially conscientiousness, emotional stability, and agreeableness.

So what can—or should—you do if you score low on these traits?

1. Put your best foot forward. We all vary in how conscientious we are, depending on the situation (we may keep our offices fairly neat but leave our bedroom a mess) and the time (we all go through periods in which we are more reliable or disciplined than others). Remember, as important as personality is, it is not synonymous with behavior. If your employer is big on conscientiousness, make an extra effort to be that way. In the workplace, your "true" level of conscientiousness is less important than how conscientious you act.
2. Find an organization that suits you. Not all organizational cultures are for everyone. The right job for you is not just one that fits your skills or pays well but also one where your personality matches the culture of the organization and the nature of the work. Big corporations tend to be "tilted" toward extraverts, so a highly introverted person may constantly struggle to keep up. But that tilt depends on the specific company—you need to find the organization that works best for you.
3. Remember: Time is on your side. As people age, their scores on conscientiousness and agreeableness increase rather dramatically, and neuroticism decreases substantially (the results for openness and extraversion are more complex). It may be comforting to realize your personality is likely to become more socially desirable over time.
4. Realize that all traits have upsides— and downsides. Extraverted people are more impulsive and more likely to be absent. Conscientious individuals adjust less well to change. Agreeable individuals are less successful in their careers. Open people are more likely to have accidents. So, even if you think you don't have the "right stuff" for a particular job, remember every dog has his day, and even seemingly undesirable scores can produce benefits.

Source: Based on B. W. Roberts and D. Mroczek, "Personality Trait Change in Adulthood," Current Directions in Psychological Science, no. 1 (2008), pp. 31–35; J. Welch and S. Welch, "Release Your Inner Extrovert," Business Week (December 8, 2008), p. 92.

Class Exercise

1. Ask each student to go to http://www.humanmetrics.com/cgi-win/JTypes2.asp
2. Complete the online survey.
3. Note the score and personality category.
4. Was any student surprised at his or her category?
5. Does the student see any difficulties raised by the categorization in context of planned career choice?

Point/CounterPoint
Traits are Powerful Predictors of Behavior

Point

The essence of trait approaches in OB is that employees possess stable personality characteristics that significantly influence their attitudes toward, and behavioral reactions to, organizational settings. People with particular traits tend to be relatively consistent in their attitudes and behavior over time and across situations.

Of course, trait theorists recognize that all traits are not equally powerful. They tend to put them into one of three categories. *Cardinal traits* are those so strong and generalized that they influence every act a person performs. *Primary traits* are generally consistent influences on behavior, but they may not show up in all situations. Finally, *secondary traits* are attributes that do not form a vital part of the personality but come into play only in particular situations. For the most part, trait theories have focused on the power of primary traits to predict employee behavior.

Trait theorists do a fairly good job of meeting the average person's face-validity test. Think of friends, relatives, and acquaintances you have known for a number of years. Do they have traits that have remained essentially stable over time? Most of us would answer that question in the affirmative. If Cousin Anne was shy and nervous when we last saw her 10 years ago, we would be surprised to find her outgoing and relaxed now.
Managers seem to have a strong belief in the power of traits to predict behavior. If managers believed that situations determined behavior, they would hire people almost at random and structure the situation properly. But the employee selection process in most organizations places a great deal of emphasis on how applicants perform in interviews and on tests. Assume you're an interviewer and ask yourself: What am I looking for in job candidates? If you answered with terms such as *conscientious*, *hardworking*, *persistent*, *confident*, and *dependable*, you're a trait theorist.

Counterpoint

Few people would dispute that there are some stable individual attributes that affect reactions to the workplace. But trait theorists go beyond that generality and argue that individual behavior consistencies are widespread and account for much of the differences in behavior among people. There are two important problems with using traits to explain a large proportion of behavior in organizations. First, organizational settings are strong situations that have a large impact on employee behavior. Second, individuals are highly adaptive, and personality traits change in response to organizational situations.

It has been well known for some time that the effects of traits are likely to be strongest in relatively weak situations and weakest in relatively strong situations. Organizational settings tend to be strong situations because they have rules and other formal regulations that define acceptable behavior and punish deviant behavior, and they have informal norms

that dictate appropriate behaviors. These formal and informal constraints minimize the effects of personality traits.

By arguing that employees possess stable traits that lead to cross-situational consistencies in behaviors, trait theorists are implying that individuals don't really adapt to different situations. But there is a growing body of evidence that an individual's traits are changed by the organizations that individual participates in. If the individual's personality changes as a result of exposure to organizational settings, in what sense can that individual be said to have traits that persistently and consistently affect his or her reactions to those very settings? Moreover, people typically belong to multiple organizations that often include very different kinds of members. And they adapt to those different situations. Instead of being the prisoners of a rigid and stable personality framework, as trait theorists propose, people regularly adjust their behavior to reflect the requirements of various situations.

Class Exercise

1.   Divide the class into two groups—one group to take on the issues raised in Point, the other group to take on the issues raised in Counterpoint. You may want to divide each half into smaller groups to enable all class members to participate in the group's discussions.
2.   Ask the class to act as an organization's management team. Their job is to make a recommendation as to what types of testing they will use in their organization when selecting employees for hire or promotion using the issues assigned by the Point/Counterpoint arguments. Which types of testing will be used and why? (You may want to give students time to do some research—either Internet or Library—on this topic. There are several exercises in the *Exploring OB Topics on the World Wide Web* section at the end of this chapter.)
3.   Have students present their recommendations to the class and make a decision as to what is the best argument for testing, type of test, etc. What gains do they expect as a result of the testing?
4.   Have them list the recommendations and benefits on the board for the class to evaluate during the discussion.
5.   You may want them to research the cost of implementing these tests in an organization. Does the cost of testing offset the benefits?

Questions for Review

1. What is personality? How do we typically measure it? What factors determine personality?
   Answer: Personality is the sum total of ways in which an individual reacts and interacts with others, the measurable traits a person exhibits. It is typically measured using self-reporting surveys. Observer-ratings surveys that provide an independent assessment of personality are often better predictors. Personality seems to be the result of both hereditary and environmental factors. Heredity refers to factors determined at conception: physical stature, facial attractiveness, gender, temperament, muscle composition and reflexes, energy level, and bio-rhythms.

2. What is the Myers-Briggs Type Indicator (MBTI), and what does it measure?
   Answer: The Myers-Briggs Type Indicator (MBTI) is the most widely used instrument in the world to determine personality attributes. Participants are classified on four axes to determine one of 16 possible personality types.   It measures – extraverted/introverted; sensing/intuitive; thinking/feeling; and judging/perceiving attributes.

3. What are the Big Five personality traits?
   Answer:
      1. Extraversion – Sociable, gregarious, and assertive
      2. Agreeableness – Good-natured, cooperative, and trusting
      3. Conscientiousness – responsible, dependable, and organized
      4. Emotional Stability – calm, self-confident versus negative and depressed
      5. Openness to experience – Curious, imaginative

4. How do the Big Five traits predict work behavior?
   Answer: Certain traits have been shown to strongly relate to higher job performance. For example, highly conscientious people develop more job knowledge, exert greater effort, and have better performance. Other Big Five Traits also have implications for work. Emotional stability is related to job satisfaction. Extraverts tend to be happier in their jobs and have good social skills. Open people are more creative and can be good leaders. Agreeable people are good in social settings.

5. Besides the Big Five, what other personality traits are relevant to OB?
   Answer:
      1. **Core Self-Evaluation -** The degree to which people like or dislike themselves. Positive self-evaluation leads to higher job performance
      2. **Machiavellianism -** A pragmatic, emotionally distant power-player who believes that ends justify the means. High Machs are manipulative, win more often, and persuade more than they are persuaded. They flourish when they have direct interaction, and work with minimal rules and regulations.
      3. **Narcissism –** Depicted by an arrogant, entitled, self-important person who needs excessive admiration. Predictably, they are less effective in their jobs.
      4. **Self-monitoring –** The ability to adjust behavior and risk-taking, the ability to take chances are traits that are also relevant to OB.

6.   What are values, why are they important, and what is the difference between terminal

and instrumental values?

Answer: Values are basic convictions on how to conduct yourself or how to live your life in a way that is personally or socially preferable   – "How To" live life properly. They are important because they provide understanding of the attitudes, motivation, and behavior, they influence our perception of the world around us, they represent interpretations of "right" and "wrong" and they imply that some behaviors or outcomes are preferred over others.

The difference between terminal and instrumental values is as follows:

Terminal Values are desirable end-states of existence; the goals that a person would like to achieve during his or her lifetime.

Instrumental Values are preferable modes of behavior or means of achieving one's terminal values.

7. Do values differ across generations? How so?

Answer: Yes, values differ considerably across generations. Dominant work values for Veterans entering the workforce in the 1950s or early 1960s are hard-working, conservative, conformity and loyalty to the organization.   In contrast, the Nexters in the workforce from 2000 to the present are confident, value financial success, are self-reliant and loyal to both self and relationships.

8. Do values differ across cultures? How so?

Answer: Yes.   According to Hofstede and the GLOBE Project, there are a number of values that differ across cultures:

Hofstede's Framework for assessing culture includes five value dimensions:

- Power Distance
- Individualism vs. Collectivism
- Masculinity vs. Femininity
- Uncertainty Avoidance
- Long-term vs. Short-term Orientation

When these variables are measured, countries vary considerably such as the U.S. ranking #1 in individualism while Colombia ranks 49th.

Experiential Exercise
What Organizational Culture Do You Prefer?

The Organizational Culture Profile (OCP) can help assess whether an individual's values match the organization's. The OCP helps individuals sort their characteristics in terms of importance, which indicates what a person values.

1. Working on your own, complete the OCP below.   The OCP can be found by following this link: http://www.timothy-judge.com/OCP.htm
2. Your instructor may ask you the following questions individually or as group of three or four students (with a spokesperson appointed to speak to the class for each group):
    a. What were your most preferred and least preferred values? Do you think your most preferred and least preferred values are similar to those of other class or group members?
    b. Do you think there are generational differences in the most preferred and least preferred values?
    c. Research has shown that individuals tend to be happier, and perform better, when their OCP values match those of their employer. How important do you think a "values match" is when you're deciding where you want to work?

Ethical Dilemma
Hiring Based On Body Art

Leonardo's Pizza in Gainesville, Florida, regularly employs heavily tattooed workers. Tina Taladge and Meghan Dean, for example, are covered from their shoulders to their ankles in colorful tattoos. So many of the employees at Leonardo's sport tattoos that body art could almost be a qualification for the job. Many employers, however, are not that open to tattoos. Consider Russell Parrish, 29, who lives near Orlando, Florida, and has dozens of tattoos on his arms, hands, torso, and neck. In searching for a job, Parrish walked into 100 businesses, and in 60 cases, he was refused an application. "I want a career," Parrish says, "I want the same shot as everybody else."

Parrish isn't alone. Many employers, including Walt Disney World, GEICO, SeaWorld, the U.S. Postal Service, and Wal-Mart, have policies against visible tattoos. A survey of employers revealed that 58 percent indicated that they would be less likely to hire someone with visible tattoos or body piercings. "Perception is everything when it comes to getting a job," says Elaine Stover, associate director of career services at Arizona State University. "Some employers and clients could perceive body art negatively."

However, other employers—such as Bank of America, Allstate, and IBM—allow tattoos. Bank of America goes so far as to have a policy against using tattoos as a factor in hiring decisions.

Policies toward tattoos vary because, legally, employers can do as they wish. As long as the rule is applied equally to everyone (it would not be permissible to allow tattoos on men but not on women, for example), policies against tattoos are perfectly legal. Though not hiring people with tattoos is discrimination, "it's legal discrimination," said Gary Wilson, a Florida employment lawyer.

Thirty-six percent of those aged 18 to 25, and 40 percent of those aged 26 to 40, have at least one tattoo, whereas only 15 percent of those over 40 do, according to a fall 2006 survey by the Pew Research Center. One study in *American Demographics* suggested that 57 percent of senior citizens viewed visible tattoos as "freakish."

Clint Womack, like most other people with multiple tattoos, realizes there's a line that is dangerous to cross. While the 33-year-old hospital worker's arms, legs, and much of his torso are covered with tattoos, his hands, neck, and face are clear. "Tattoos are a choice you make," he says, "and you have to live with your choices."

Questions

1. Why do some employers ban tattoos while others don't mind them?
    Answer: Tattoos or body art is a choice for individuals and a choice for organizations as to whether they are acceptable or not.

2. Is it fair for employers to reject applicants who have tattoos? Is it fair to require employees, if hired, to conceal their tattoos?
    Answer: Yes to both questions. Fairness is determined by and based on the policies

of the organization.   As long as they are applied consistently, the organization has the right to determine whether or not tattoos, visible or otherwise, are allowed. To avoid any discriminatory issues, whatever policy is in place must be administered fairly.

3. Should it be illegal to allow tattoos to be a factor at all in the hiring process?
    Answer: No.   Many factors contribute to the hiring process, including appearance. An organization has the right to determine the image of their respective company. Just as an organization establishes its culture, the employees reflect the reputation of the company.   Legislation on tattoos would impair the organizations' right to choose their own employees.

Sources: R. R. Hastings, "Survey: The Demographics of Tattoos and Piercings," *HRWeek*, February 2007, www.shrm.org; and H. Wessel, "Taboo of Tattoos in the Workplace," *Orlando (Florida) Sentinel*, May 28, 2007, www.tmcnet.com/usubmit/2007/05/28/2666555.htm>

Case Incident 1
The Nice Trap?

In these pages we've already noted that one downside of agreeableness is that agreeable people tend to have lower levels of career success. Though agreeableness doesn't appear to be related to job performance, agreeable people do earn less money. Though we're not sure why this is so, it may be that agreeable individuals are less aggressive in negotiating starting salaries and pay raises for themselves.

Yet there is clear evidence that agreeableness is something employers value. Several recent books argue in favor of the "power of nice" (Thaler & Koval, 2006) and "the kindness revolution" (Horrell, 2006). Other articles in the business press have argued that the sensitive, agreeable CEO—as manifested in CEOs such as GE's Jeffrey Immelt and Boeing's James McNerney—signals a shift in business culture (Brady, 2007). In many circles, individuals desiring success in their careers are exhorted to be "complimentary," "kind," and "good" (for example, Schillinger, 2007).

Take the example of 500-employee Lindblad Expeditions. It emphasizes agreeableness in its hiring decisions. The VP of HR commented, "You can teach people any technical skill, but you can't teach them how to be a kindhearted, generous-minded person with an open spirit."

So, while employers want agreeable employees, agreeable employees are not better job performers, and they are less successful in their careers. One might explain this apparent contradiction by noting that employers value agreeable employees for other reasons: They are more pleasant to be around, and they may help others in ways that aren't reflected in their job performance. While the former point seems fair enough—agreeable people are better liked—it's not clear that agreeable individuals actually help people more. A review of the "organizational citizenship" literature revealed a pretty weak correlation between an employee's agreeableness and how much he or she helped others.

Moreover, a 2008 study of CEO and CEO candidates revealed that this contradiction applies to organizational leaders as well. Using ratings made of candidates from an executive search firm, these researchers studied the personalities and abilities of 316 CEO candidates for companies involved in buyout and venture capital transactions. They found that what gets a CEO candidate hired is not what makes him or her effective. Specifically, CEO candidates who were rated high on "nice" traits such as respecting others, developing others, and teamwork were more likely to be hired. However, these same characteristics—especially teamwork and respecting others for venture capital CEOs—made the organizations that the CEOs led less successful.

Questions

1. Do you think there is a contradiction between what employers want in employees (agreeable employees) and what employees actually do best (disagreeable employees)? Why or why not?
   Answer: Students will likely agree a contradiction exists. It exists because each factor has a different set of perceptions about how to achieve organizational success. Although they agree on what they want to achieve, the steps needed to achieve the goals is the place of dissention.

2. Often, the effects of personality depend on the situation. Can you think of some job situations in which agreeableness is an important virtue? And in which it is harmful?
    Answer: This is an opinion question. The answer depends on the student's experience. For jobs that agreeableness is appropriate might be customer service, marketing, sales, or human resources. Jobs where agreeableness is a potential detriment would be jobs such as product engineering, plant manufacturing, finance, or accounting.

3. In some research we've conducted, we've found that the negative effects of agreeableness on earnings is stronger for men than for women (that is, being agreeable hurt men's earnings more than women's). Why do you think this might be the case?
    Answer: This answer might depend on the expectations of men versus women in the workforce. Women might be expected to be more agreeable and, therefore, their behaviors at work are more fulfilling to their responsibilities. Men expected to be less agreeable in work requirements, that is more questioning and analytical, may affect job performance judgments when they are seen as agreeable and, therefore, passive in their performance.

Source: T. A. Judge, B. A. Livingston, and C. Hurst, "Do Nice Guys—and Gals—Really Finish Last? The Joint Effects of Sex and Agreeableness on Earnings," working paper, University of Florida, 2009; S. N. Kaplan, M. M. Klebanov, and M. Sorensen, "Which CEO Characteristics and Abilities Matter?" working paper, University of Chicago Graduate School of Business, 2008, faculty.chicagobooth.edu/steven.kaplan/ research/kks.pdf; L. K. Thaler and R. Koval, *The Power of Nice: How to Conquer the Business World with Kindness.* New York: Doubleday/Currency, 2006; E. Horrell, *The Kindness Revolution,* New York: AMACOM, 2006; D. Brady, "Being Mean Is So Last Millennium," *Business Week* (January 15, 2007), p. 61; L. Schillinger, "Nice and Ambitious: Either, Neither, or Both?" *New York Times* (January 14, 2007), p. 1; "Congeniality Factor: Employers Become Pickier About Personality," *Gainesville (Florida) Sun* (November 6, 2007), p. 6B.

Case Incident 2
Reaching Out, Literally

"Why are people at work always touching me?" asked Elizabeth Bernstein. It's a problem not everyone has, but it makes you wonder why people like Bernstein are touched a lot at work. It also makes you wonder who does the touching.

Though there is no literature on this, the part of the "toucher" is perhaps easier to analyze. We know that extraverts are more expressive, demonstrative, and physically affectionate than are introverts. So one might well conjecture that extraverted people are doing more of the touching at work.

As for the "touchee," that's harder to figure. Some evidence suggests that women are more likely recipients of touches than are men. One study of Japanese women suggested that agreeable women are more likely to be touched than less agreeable women.

Elizabeth Bernstein is not sure what causes her to be the target of so many touches. "I get bear hugs from men and unsolicited kisses on the cheek from women," Bernstein wrote. "Co-workers of both sexes grip my elbows, tap my knees, and pat my back. . . . One friend hugs me every time she sees me in the elevator."

There also may be personality differences in the degree to which someone likes to be touched.

Greg Farrall, a 39-year-old financial advisor, has the worst of both worlds: he receives touches all the time and hates getting them. He has repeatedly asked people not to touch him, to no avail. "If you're looking over me at my computer screen, you don't need to put your hand on my shoulder. You can easily put it somewhere else."

Farrall is not alone in his dislike of workplace touching. One employee commented, "Few things are more annoying than employees who put their creepy-crawlies on co-workers."

As for when touching is inappropriate, obviously, touching someone in an inappropriate place, or continuing to touch someone when the recipient lets you know it's unwelcome, constitutes sexual harassment. But many touches fall into neither of these categories. "There aren't standards about what touching is nonsexual other than handshakes," said Larry Stybel, a Boston-area management consultant.

Of course, some people like being touched at work. Todd Adler, a Florida equities trader, recently started working from home. He says, "I work with myself and can only touch myself... which has its pluses and minuses."

Questions

1. What causes others to want to touch others at work?
    Answer: Students should perceive the reason for different ideas about touching at work is a function of the individual's "social distance" categorization of the other person. Go to http://wiki.answers.com/Q/What_is_the_Bogardus_Social_Distance_Scale and look at one categorization for social distance.

2. How would you feel if a teacher in one of your classes put his or her arm on your shoulder? Can you imagine a situation in which that would be acceptable? Do you think your answers say something about your personality?
    Answer: In which category might a teacher perceive appropriate social distance as compared to a student? As the semester progresses and the teacher and student begin to know each other better, is the social distance likely to change? If so, in what direction?

3. Some experts advise that employees should avoid all physical contact with coworkers at all times. Do you think that's a wise policy? Why or why not?
    Answer: The student's answer to this question is likely based on his or her understanding of the differences in social distance and the ramifications of misinterpretation between coworkers. In most instances to act on the side of caution should be the practice. Since a person has no control over another's interpretation of appropriate social distance, it is better not to test it.

4. Do you think the social mores against are distinctly American? If so, why?
    Answer: In reading the chapter, students should realize that social distance is different in other cultures. For example, in Europe giving cheek kisses to greet others, even ones you don't know well, is the norm. For a North American, experiencing such a norm unexpectedly can be the cause of considerable misinterpretation.

Instructor's Choice
Individual Differences in Teams

Begin by pointing out some behaviors that effective teams practice: establish a common mission, assess strengths and weaknesses, develop individual goals, secure agreement on a way to achieve goals, develop accountability for individual and group actions, build trust, maintain a mix of skills and personalities, provide training, and create opportunities for successes. Ask students to review the "Big Five" model before beginning the exercise. If you choose not to list the items presented by the teams on the board, appoint a scribe.

EXPLORING OB TOPICS ON THE WORLD WIDE WEB

Search Engines are our navigational tool to explore the WWW. Some commonly used search engines are:

www.excite.com	www.yahoo.com	www.hotbot.com
www.google.com	www.lycos.com	www.bing.com

1.   Learn more about yourself! Go to www.2h.com/personality-tests.html. There you will find a variety of personality tests such as "Are you a Type A?" the "Stress O Meter," and other IQ and personality tests. Most are free and often fun to take. Take two or three of your choice. Print the results you get on yourself and bring them to class where we will discuss the validity of your findings.

2.   How are personality tests and employment linked? Why would an employer or employee be interested in the results of a personality test? Go to the following sites to learn more:

http://www.signonsandiego.com/marketplace/jobs/myjobsearch/ccsdt/advance/personal/personal2.shtml
http://www.careerjournal.com/jobhunting/interviewing/20010622-webb.html
http://www.hr-guide.com/data/G312.htm

Bring five new facts you learned from at least two of the above sites to class for a group discussion.